**Leslie Davis Structured Small Group Program**

**Inside Out**

**Goal/ Purpose**

At the conclusion of the structured group program, sixth-grade female students will show that they have an improved self-image as demonstrated through posttest assessment, writings, and self-portraiture.

**Population**

This group is for female, sixth-grade students who are ages 11-13. They are identified as struggling with body image concerns related to weight. The students have been shown to have recent changes in weight related to preadolescence based on the Presidential Physical Fitness exam or are known to be consciously dieting. The students may be at risk to develop eating disorders as they enter puberty.

**Rationale/ Need**

Based on statistics,students who are in preadolescence are at risk for developing eating disorders. Akos and Levitt (2002) report that due to the pubescent changes occurring in this time period, many students see the resulting layer of body fat and skin as an excessive amount of fat. The students are then driven to inappropriate dieting which can lead to future eating disorders. One study has shown that 17.8% of girls aged 11-14 years have dieted in the last six months (Akos & Levitt, 2002). The sources to identify and show the need for this structured group concerning body image have come from existing data sources, as well as, a student needs assessment. The data sources used are the statistics from the Presidential Physical Fitness exam and enrollment in the free and reduced lunch program. The exam statistics demonstrate the weight changes that students are experiencing as their bodies move into puberty. The assessment of the lunch program shows what students may be at risk to lack an availability of healthy food options, as well as, what students are choosing to eat as it relates to a possible diet. The student needs assessment was used to identify how students felt about their body image as well.

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**Theoretical Orientation**

Studies show that a cognitive behavioral therapy approach has proven to be effective in working with adolescents with eating disorders (Decaluwe & Braet, 2004). This approach uses cognitive restructuring to teach students to have a positive view of themselves (Corey, 2012). Students will also learn valuable information in nutritious eating that will allow them to perform cognitively in the academic setting. Students will also change their cognitions to understand that all people are unique and that uniqueness is normal. The techniques of positive self-talk and homework will also be utilized during group work.

**Ethical. Legal, and Multicultural Issues**

There are several different ethical, legal, and multicultural issues that could potentially affect this group. Parents must give informed consent in order for their child to participate in the group. The students also must give informed assent and be willing to participate in the group and thereby experience change. As always, there are issues related to confidentiality in the group setting. Students need to understand the importance of the confidentiality of the group. They should also understand that there are limits to that confidentiality and it cannot be guaranteed one hundred percent of the time. Students should also understand how breaking confidentiality will also break the group trust that is established in the sessions and have consequences. The group leader needs to be aware of multicultural issues and any areas of incompetence on his or her part. Fortunately, the cognitive behavioral therapeutic approach is considered to be culturally sensitive. Corey (2012) notes that the techniques deal with patterns of thought rather than intense feelings. Interventions are tailored to individual needs, empowerment is emphasized, strengths are highlighted, and the cultural environment is of value (Corey, 2012). Group rules identify the need to treat all members of the group with respect and dignity. The group program is also focused on the uniqueness that is given to each individual and the strengths that each person holds because of their uniqueness.

**Recruitment and Screening**

This group has very limited parameters in who is accepted. Members must be in the sixth grade, have recently had a change in weight related to early puberty and have a less than ideal self-image. All sixth-grade girls will be given a body-image survey to complete and return one month from the start of the group. Parents will be given an information sheet as to the purpose of the group if their child is in the initial group that is identified. Students who are identified as meeting the set criterion will be interviewed two weeks prior to the start of the group as potential group members. The interview will provide the student with information about the group (its purpose, goals, and procedures) and determine if the student might have goals that align with those of the group. The interview will provide the leader with the opportunity to talk with the students individual to see if they have the potential to succeed in the group at this time. Rapport and trust is also built during the interview. Any student that is determined through the assessment survey to possibly be suffering from body dysmophic disorder will be referred for outside therapy. Six students who have been identified as probable fits for group membership will meet one week prior to the first session to experience a pre-session. This will allow all students to begin the cohesion process and for members to agree on ground rules for the group. If it is determined at this time that a student is not going to fit with the group, she will be offered the opportunity to experience individual counseling, to possibly participate in a future group, or referred to an outside source.

**Structure**

This is a closed psychoeducational group that is expected to last six sessions. The group size is set at six students. It will meet weekly on Tuesday from 1:20-2:00 in the group room of the counselors’ offices. The group will be offered twice a semester as needed.

In narrative form, briefly describe the group structure, including the number of sessions, the location, when the group will meet, etc.

**Core ASCA Standard(s)**

ASCA standards to be covered during the group duration and are as follows:

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.4 Understand change as a part of growth

PS:A1.10 Identify personal strengths and assets

PS:A2.3 Recognize, accept, respect, and appreciate individual differences.

PS:B1.8 Know when peer pressure is influencing a decision

PS:C1.9 Learn how to cope with peer pressure

A:B1.7 Become a self-directed and independent learner

**Core State Academic Standard(s)**

Alabama Language Arts: Oral and Visual Communication

17. Use listening skills for remembering significant details, directions, and sequences.

* Summarizing messages for content and purpose

Alabama Language Arts: Writing and Language

9. Utilize vocabulary and spelling skills, including using homonyms, synonyms, and antonyms, in writing.

Alabama Visual Arts

1. Create works of art utilizing a variety of traditional and nontraditional media and techniques

* Applying the elements of art and principles of design to the production of two- and three-dimensional artwork

Alabama Technology Education Standard: Research and Information Fluency

11. Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information

Alabama Technology Education Standard: Technology Operations and Concepts

6. Select specific digital tools for completing curriculum-related tasks.

7. Demonstrate correct keyboarding techniques.

**Objectives**

The student will be able to express verbally and through self-portraiture that they have a positive self image.

Given a list of options, the student will be able to identify appropriate food choices and portion sizes to avoid unmerited dieting.

When hearing comment from others about there appearance, students will be able to identify those that are positive.

Students will be able to self-reflect and identify those things that make them special and unique when asked.

Students will be able to list the changes of puberty that cause physical changes that they are experiencing.

Students will be able to provide peers with positive perceptions of their individual uniqueness.

Students will be able to identify where cultural ideas of body image originate when assessed.

**Program Evaluation**

Program evaluation is essential to showing the effectiveness of the group on the student population. While the population group is small, the numbers will still reflect that change. Students were given an assessment as part of the screening process to determine those students that should be admitted to the group. At the end of the final group session, those students will take the same assessment to determine if their scores increased. Lunchroom check-out data will also be used to determine if students are making more informed food choices. Students will also complete a short assessment at the end of sessions on food choices and changes related to puberty to show that they have learned that information.

**Session 1**

**Title: Who Decides What’s Perfect?**

**Brief Summary of Session: Students describe what they think the perfect person looks and acts like, along with how that is determined.**

**Theoretical Orientation: Cognitive-Behavioral**

**Specific Group Technique: Positive Self-talk, Journaling, Homework**

**Duration:** 30 minutes

**Materials/ Media:** paper, colored pencils or other drawing material

**Core ASCA Standard(s):**

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.

PS:B1.8 Know when peer pressure is influencing a decision

**Core State Academic Standard(s):**

Alabama Language Arts: Oral and Visual Communication

17. Use listening skills for remembering significant details, directions, and sequences.

* Summarizing messages for content and purpose

Alabama Visual Arts

1. Create works of art utilizing a variety of traditional and nontraditional media and techniques

* Applying the elements of art and principles of design to the production of two- and three-dimensional artwork

**Objectives:** Students will be able to identify where cultural ideas of body image originate when assessed.

The student will be able to express verbally and through self-portraiture that they have a positive self image

Students will be able to self-reflect and identify those things that make them special and unique when asked.

**Assessments**: Not all objectives listed will be fully completed at the end of this session. It is expected that some objectives will overlap through the group’s duration. Group discussion will be used to assess students at this point in regards to where cultural ideas of body image originate. Students will complete an initial self-portrait to show how they currently view themselves. In the final session, students will be asked to draw a self-portrait again. That self-portrait will show a positive body image.

**Procedures/ Instructional Strategy:**

Welcome to the group.

Discuss briefly what was covered in the pre-session regarding confidentiality and rules (1-2 minutes)

Opening exercise: Students will go around the group and say something nice about the person sitting next to them. Students will only speak of the person directly next to them and are not allowed to choose whom they will speak about. The statement can be either an external observation or internal. The leader will note how many comments belong to outward and inward qualities (2-4 minutes).

Discussion questions: What is usually the first thing that you notice about someone? Do you care how others see you? Who do you think influences how you feel about yourself? Does the media have any role in how we view ourselves or others? (5 minutes)

Portrait activity: Students will be given blank paper and colored pencils. They will be asked to draw how they view themselves at that moment in time. When complete, students will be given the opportunity to share what they see. Students will then turn the paper over and write they think the perfect person is/looks like. Some of those things will be noted on the board as a visual (5-10 minutes).

Closing: Group will close with a discussion of homework. Students will also “check-out” around the group with one thing that they learned during the session (2-4 minutes)

**Homework/ Ownwork**: Homework to be assigned is the starting of a journal. Students will start a journal to record sources of influence over their looks, comments they receive from family and friends that are positive and that are negative, and one thing daily that makes them unique.

**Group Stage and Emerging Issues:** This group is in the initial stage. A pre-session has occurred, but students are not quite comfortable with the entire group process. It is possible that there will be some resistance to the opening exercise in that students may only list positive outward qualities.

**Session 3**

**Title: How to Eat Healthy, NOT Diet**

**Duration:** 30 minutes

**Brief Summary of Session: Students will dialogue about the most important factors in maintaining a healthy body weight, learn where to find reliable information on nutrition, and the keys to eating healthy**

**Theoretical Orientation: Cognitive Behavioral**

**Specific Group Technique: The buddy system, feedback, behavior reversal**

**Materials/ Media:** Writing surface such as a dry-erase board or chalkboard and a computer with internet connection

**Core ASCA Standard(s):** A:B1.7 Become a self-directed and independent learner

**Core State Academic Standard(s):**

Alabama Technology Education Standard: Research and Information Fluency

11. Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information

Alabama Technology Education Standard: Technology Operations and Concepts

6. Select specific digital tools for completing curriculum-related tasks.

7. Demonstrate correct keyboarding techniques.

**Objectives:** Given a list of options, the student will be able to identify appropriate food choices and portion sizes to avoid unmerited dieting.

**Assessments**: Assessment will consist of a handout “test” to check for knowledge gained from the session.

**Procedures/ Instructional Strategy:**

Group Welcome.

Check-in: Students will be asked to talk about their journal homework and any positive comments they have received (3-5 minutes)

Discussion will be the majority of this session: “What do you think is the key factor in maintaining a healthy body weight?” (write responses on the board). Explain the “diet myth” that shows that decreasing calorie intake alone does not lead to a maintained healthy weight (10 minutes)

Activity: Students will use Ipads from the technology resource center to research Choosemyplate.gov. Students will identify the number of foods from each type they should eat daily and portion sizes (5-10 minutes)

Discussion: Discussion will continue with the keys to healthy eating and what eating behaviors are key to losing weight (3-5 minutes)

Closing: Homework will be assigned. Students will conclude with an assessment on healthy eating to show that they gained knowledge from the session (3-5 minutes)

**Homework/ Ownwork**: Homework will consist of continued journaling. Students will document the foods they eat for breakfast, lunch and dinner for four out of seven days. Students will also “buddy” with a group mate to check with one another during the week to ask if they are keeping up with their journal.

**Group Stage and Emerging Issues:** This group session should be in the working stage and be able to work well together. Some may be resistant to the idea of tracking their food intake for a week, but this can be addressed to show that it is temporary and it is just to demonstrate eating habits.

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